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ABSTRACT

From national, regional, and state associations, colleges, and universities the National Association for Public School Adult Education (NAPSAE) Professional Development Committee requested policy statements relevant to professional development activities and procedures used to improve adult educators. A limited number of what might be defined as policy statements relating to professional improvement were returned; associations tended to provide generalized statements. The sequential procedures provided in graduate programs by the insitutions of higher education which sponsored either master's and/or doctoral programs for adult and continuing education were the most definitive. From study and collation of the information, the committee produced two interrelated policy statements and fourteen points of procedure for adoption by the Board of NAPSAE. It recommended professional development through collegiate study, and affirmed its dedication to the professionalization of the field. Procedures include the development of: a nationwide program of fellowships, loans, and internships; a public information system; citizenship leadership teams. (NL)

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Report

Professional Development Committee

National Association for Public School Adult Education

December, 1969

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Report of the NAPSAE Professional Development Committee

Foreword

Professional development in the eyes of this Committee includes those philosophical statements, policy pronouncements, procedures employed and activities provided which have a direct bearing effecting change of behavior to provide expertise in the management and operation of programs of adult and continuing education over and above the skills normally available to those not having the above cited experiences.

This Committee has begun the process of determining the status of professional development in adult education by contacting the numerous national associations, regional associations, state associations and colleges and universities purporting to provide impetus to professional development. At this stage of the committee's activities, only two questions were asked and substantiating written data requested. They included any (1) policy statements relevant to professional development activities and (2) procedures being used to implement the professional development tasks. Since the primary purpose of the Committee is to assist the NAPSAE to develop a policy statement and position on professional development, no national, state or local governmental agencies were polled. Some answers were received from the above cited sources since many of the officers of associations hold positions in governmental agencies.

A high percentage of those contacted, well over two hundred, provided answers and data for the consideration of the Committee. As you will note in studying the preliminary document developed by the Committee, by both direction and indirection, it became clear that formal policy statements concerned with professional development and implementing procedures were a relatively broad area of concern untackled by the adult educational leaders in the USA.

It is the hope of this Committee that extensive dialogue will occur among the officers and members of the many associations contacted; that each will, as a result of the dialogue, develop a definitive policy statement on professional development and detail the implementing procedures attendant thereto. Further, this Committee challenges the successor Professional Development Committee of NAPSAE to provide leadership for the total field as to the stimulative and concrete steps it can take. The long-range goal of Professional development dialogue as envisioned by this Committee should be interassociation dialogue and action to assist in the development of a unified force in the field of adult and continuing education as it relates to the professional development for thewhole of the United States.

Introduction

The attached letter was sent to local, state and national adult education organizations throughout the United States as well as to the institutions of higher learning. (See appendix.) We wish to express sincere appreciation to the many people who took the time to reply to the request and hope that the material presented here can be of some benefit.

The Committee looked closely at the contents of the letters which were received and were faced with the task of filtering ideas from pamphlets, brochures, directories, constitutions, etc. We wish to emphasize the fact that the information which follows is no panacea to overcome all of the problems encountered by adult educators. The information can be of some benefit if taken as tentative and adjusted to each individual situation where it happens to be applicable. Many adult education organizations may well be way ahead of the suggestions brought forth in this paper, while others may be willing to consider some of the suggestions in a continuing effort to improve their professional development programs.

In many letters which were received by the Committee, requests for results of our findings were emphasized which may indicate a definite need for policy statements and procedures regarding professional development of adult educators. Hopefully, the Committee has taken a few steps forward in this regard.

The Committee wishes to express its appreciation to the Colorado Department of Education, and especially to Mr. Robert McKendry for his assistance in reviewing, studying, collating and organizing the preliminary document from the mass of data received from the national, state and local associations.

Respectfully submitted,

Roy B. Minnis

Roy B. Minnis, Chairman
NAPSAE Professional Development Committee

(1) HISTORY OF PROFESSIONAL DEVELOPMENT IN ADULT AND CONTINUING EDUCATION

The history of professional development in national, state and local associations is not documented in the literature received by this Committee. Little or no information was available as to the dates statements cited in the documents submitted to this committee were enacted by the associations or institutions.

The most complete single source was that prepared by the Commission of Professors of Adult Education (A.E.A. of U.S.A.) under a Kellogg grant and published under the title, Adult Education--Outlines Of An Emerging Field of University Study. Columbia University instituted a course so titledin 1922. Columbia and other institutions had related course work, for training those teaching in Americanization classes and/or teachers preparing to serve the adult students in vocational education. By the beginning of World War II a total of seventy-six (76) universities were or had recently offered courses in adult education. Columbia again was the first university on record to begin a graduate degree program in Adult Education, this in the academic year 1931-32. Their first Ph.D.s were awarded in 1935 to Wilbur Hallenbeck, recently retired Columbia professor, and William Stacy, recently retired Iowa State University faculty member. Since that time, doctoral graduate degree programs have become available in approximately thirty (30) universities in the United States plus three (3) Canadian institutions. Numerous others provide master's degree specialization and many offer one or more courses. Additional detail can be secured in Malcolm Knowles' book, The Adult Education Movement in the United States, published by Holt, Rinehart and Winston.

Other activities having significance to the professional development of adult educators are the programs of national associations through sponsored meetings, conferences and professional journals. The earliest broadly conceived national level individual membership associations (The American Association for Adult Education and the N.E.A. Department of Adult Education) were organized in 1926 and 1924. The A.A.A.E.s development was stimulated by surveys and studies initiated by the Carnegie Corporation which expressed concern and interest as early as 1923. The National Education Association had a department of Immigrant Education, established in 1921, which was later renamed their Department of Adult Education. Because of increasingly developed common concerns, the above cited membership organizations were dissolved in 1951 with the organization of the Adult Education Association of the U.S.A. An exploratory meeting of public school persons was held at the first A.E.A. conference in Los Angeles and evolved into an affiliated organization, the National Association of Public School Adult Educators, the following year in East Lansing. Its Secretariat was located with the N.E.A. With the establishment of the A.E.A. another affiliate, the Council of National Organizations, was established to provide a forum for those national groups serving adults or using adult education methodological approaches to serve their constituents.

A number of other national associations and groups provide strong tangential support to the field of adult and continuing education. The coordinative relationship between nationally concerned associations is being served by a Committee of Adult Education Organizations which meets regularly to engage in dialogue of common concerns and develop action programs. The 1969 Galaxy Conference is an example of their coordinative and cooperative efforts.

A number of state and local associations have promoted professionalization through conferences, projects and publications; while some state educational agencies have developed procedural steps toward greater professionalization, either directly under agency auspices, through utilization of their state education association structures, or by utilizing far-sighted college and university leadership. For certification purposes, the New York State Department of Education sponsored training institutes for public school adult educators to increase their professional competence and permit the participants to attain more definitive certification credentials.

Of special significance within recent years was the fellowship program developed by the Fund for Adult Education. During the years of its operation, significant numbers of the emerged or emerging leaders in Adult Education have been furthered in their professional development through such grants. A number of colleges and universities as well have developed assistantships; university, foundation or business funded fellowships, and/or utilized Federal government grants to achieve similar purposes.

(2) POLICY STATEMENTS ON PROFESSIONALIZATION

Policy statements generally relating to the professional development of adult educators did not appear on the surface of the replies forwarded to this committee. Careful study had to be done to arrive at general statements of policy, including constant reference to brochures, pamphlets, constitutions, catalogs, etc. It became clear that a policy regarding professional development of adult educators was not well established, was not completely understood by the people who replied to the letter of inquiry, or the respondents did not have the time to dig out the information requested. This may be confirmation of the very point that a statement related to policy is needed by the profession. The following quotations are characteristic of the type of statement received regarding policy: "I am enclosing a brochure of AUEC. This outlines the goals and objectives and although professional development does not come in for a long write-up, the sole purpose of the organization is devoted to this task." "While the attached Policy and Procedures of Continuing Education, Florida State University, do not deal directly with professional development of adult educators per se, they nevertheless cover such programs when offered." "In response to your recent letter about a statement setting forth our policy with respect to the area of Adult Education, I am sending to you, enclosed, a brochure which describes our program. This statement is the closest to a policy statement that we have." "In response to your request for a statement about the professional development of adult educators I am enclosing a copy of our Departmental annual report." "I enclose some Council literature which may be helpful." "In response to your letter dated July 31, 1969, please find enclosed a copy of the By-laws of the Iowa Association for Public School Adult Education...." "The Federal Extension Service, hereafter designated as FES, does not have in existence a formal statement of operational procedure and policy related to professional development."

Some organizations did reply with specific statements regarding policy and procedures related to the professional development of adult educators: "Our constitution does state that one of our purposes is 'to promote the professional growth and welfare of those in the field of public school and community college adult education.' (Oregon Association for Continuing Community Education) "....may I say that our association has no policy statements or regular procedures for the professional development of adult educators." (Adult Education Council of Philadelphia) "We do not have anything in print relating to policy statements or procedures about professional development of adult educators." (Management Center-A division of the National University Extension Association) "...the things we have accomplished in professional development have been done cooperatively." (Tennessee Association for Public School Adult Education) "In reality the association supports professional development through positive action and an affirmative posture in respect to it." (New York State Association)

The following statements were taken from the various pamphlets, brochures, constitutions, catalogs, etc. They weren't direct statements from the contributor. "....dedicated to developing unity of purpose in adult education.--Professional improvement of adult educators.--Providing a home base for those who make adult education their chosen profession." (North Carolina Adult Education Association) "In this belief that only a vigorous, informed, and democratically vigilant people can remain free ....Learning for every citizen must be a process continuing throughout life....In the knowledge that adults through education must seek continuously new and better ways to achieve these ends and ideals." (Arizona Adult Education Association) "....Is organized to encourage and assist in implementing the determination of the community to equip its citizens with the knowledge and ability to meet individual, local, and world problems in the complex society in which we now live." (Milwaukee Council for Adult Learning) "The purpose of the organization is to strengthen and improve public school adult education in the state of New York and on the national level..." (New York State Association) "....dedicates itself to the encouragement and support of quality programs of adult higher education among its member institutions." (Association of University Evening Colleges) "To develop more effective cooperative relationships among responsible professionals through the establishment of adaptive coordination mechanisms (i.e., establishing a team approach) in rural areas as a means to improving the leadership planning and operation of integrative basic education programs for disadvantaged adults." (Colorado State University - preliminary proposal statement) "One of its purposes is to provide educational programs for the adult population in the area in which it is located through extension courses." (Wayne State University, Southfield, Michigan) "His objective is the well being of the society and the individuals who comprise it. It is toward the development of unique competence and its effective and ethical employment in an area of great social consequence that professional study of continuous education is directed." (Michigan State University, East Lansing, Michigan)

It is somewhat difficult to separate policy and philosophy, and therefore the reader may detect some replication as he progresses through this report. It is not the intent of the Committee to establish a definite policy or philosophy that should be followed without question but to encourage critical thinking about the professional development of adult educators. With a statement to guide personnel in the adult education profession the Committee has progressed to the point of giving some direction and systematic organization to its goals.

After reviewing many letters and much literature, it was soon evident that adjectives like: encourage, promote, support, develop and expand were reiterated time and time again as related to policy. These terms appear to be too evasive to honestly initiate a program that has definite direction. On the other hand, the institutions of higher education appear to have developed operational programs of preparation on the graduate level in adult education but usually do not have an explicit policy

statement in print. However, on the local, state and national associational levels, such programs are not available and training or professional development are more restricted to such activities as workshops, conferences, publications, awards, meetings, orientation programs, etc. The policy of awarding degrees in adult education at the college and university level, gained by class credits earned, field experiences, research, and other activities, seems presently to be the best sequential means of professional development. Although activities of local, state and national organizations are very important and should be encouraged, they don't appear to be as comprehensive or as inclusive as the graduate programs. It would appear there is a need for more colleges and universities to initiate graduate work in the field of adult education. Emphasizing this point as early as 1947 was the President's Commission on Higher Education, which prepared the following statement of policy regarding the role of adult education in institutions of higher education: "An expanded program of adult education must be added to the task of the colleges. This is a vital and immediate need, because the crucial decisions of our time may have to be made in the near future. Education for action that is to be taken, for attitudes that are to be effective, in the next few years must be mainly adult education."

Malcolm S. Knowles, The Adult Education Movement in The United States, Holt, Rinehart and Winston, Inc., New York, 1962, page 102.

Very few organizations, other than the institutions of higher education, have specific policies related to the professional development of adult educators, although most cite they realize the importance of such a policy. The Federal Extension Service has developed a "General Policy Governing Training" that is of interest. "It is the policy of the Federal Extension Service to provide for training and employment of employees as an integral part of its responsibility for the effective conduct of its affairs. To this end, Extension Administration:
1. Encourages all division directors of the FES to recommend to Extension Administrators policies which will strengthen and improve employee training programs and procedures. 2. Conducts a systematic inventory of training needs, develops and implements training activities to meet those needs and evaluates the results of training activities.
3. Establishes procedures for the purpose of coordinating staff efforts in planning and conducting staff training and development. 4. Stimulates and encourages staff development, both through individual self-improvement and through agency-sponsored activities. 5. Arranges for specific development and training opportunities that enable employees to improve their skill, understandings and attitudes."

(3) PROCEDURES WHICH PROVIDE FOR PROFESSIONAL DEVELOPMENT

Specific steps to implement existing policies related to the professional development of adult educators were usually gleaned from the literature sent to the Committee rather than being found in the letters that were received. It seems desirable to look at these procedures at each existing level (local, state, national, college and university), to provide insight into the general procedures employed.

Local Associations

Local associations reported utilizing such professionalization promoting procedures as meetings, programs, projects, publicity, investigation and analysis of adult education activities, awards, cooperation with local state and national agencies, conferences, directories, inter-communication, promotion of adult education leadership, and promotion of new techniques, methods and physical equipment for adult education. The Greater Cleveland Adult Education Council presents a broad overview that is representative of the procedures employed at the local level. "....encouragement of cooperation and coordination among adult agencies; to study the unmet needs of adults in the area; to develop among adults an awareness of their needs for continuing education; to inform adults of available educational opportunities and stimulate their participation therein; to promote the development of leaders in adult education; to encourage participation in programs of state and national adult education agencies and organizations; and to promote and develop the use and development of new techniques, methods and physical equipment for adult education."

State Associations

Procedures reported by state associations to implement existing policies included the following: workshops, meetings, publications, in-service adult education classes, orientation courses for adult educators, leadership in adult education, teacher training institutes, evaluation of state adult education programs, providing adult materials, developing a philosophy and recognition for adult education, serving administrators charged with adult education responsibilities, supporting state and national legislation related to adult education, college credit workshops, cooperating with all adult education associations, and providing interchange of ideas.

Selected responses to the original request for policy statements and procedures dealing with professional development of adult educators at the state associational level follow: "Currently, we have the following programs: 1. An annual breakfast meeting held in connection with the Utah Education Association Annual Convention in Salt Lake City. Guest speakers and instruction are given at this time. 2. An annual workshop or conference held in late January or early February of each year. This is a one or two-day affair involving talks, discussions and training in

the area of adult education. 3. A bi-monthly publication is printed under the sponsorship of the Association and forwarded to all interested individuals in the state. 4. We are currently attempting to give thought to special workshops that can be sponsored by the Adult Education Association of Utah with respect to the adult student."

"The Florida Adult Education Association encourages professional development of Adult Educators by subsidizing area workshops of adult personnel throughout the year. In addition, the organization cooperates with the Adult Education Section of the Florida Department of Education in providing a quarterly publication to all members of the FAEA.....this office arranges for in-service Adult Education classes through Florida State University. Full time instructors in Adult General Education are required to complete 3 semester hours of classroom work.

Beginning teachers in Adult Education are required to take a 10 clock hour orientation course. Six hours are the responsibility of the teacher trainer and the remaining four are the responsibility of the principal of the Adult Center." (Florida Adult Education Association)

National Associations

Procedures communicated to the committee by national associations which promote adult education professionalization include the developing unity of purpose, assembling and making available knowledge about continuing education, alerting key leaders and the general public to the need for continuing education, providing a home base and an opportunity to contribute to the development of adult education as a profession for those persons who make adult education their chosen life's work, institutes, seminars, research, pre-service and in-service education of adults, program development, promoting legislation, promoting status and acceptance of adult education, and cooperating with other disciplines and organizations.

The Federal Extension Service has listed "kinds of training to be Carried Out" which may be of value: "(1) Orientation training. (2) Job or production training. (3) Maintenance or refresher training. (4) Career or developmental training. (5) Supervisory and managerial training. (6) Executive development." Each division director and the administrator's office are responsible for assisting the training needs of each staff member under him. The FES also has a "Division of Extension Research and Training" to give leadership in the implementation of their training programs. The sponsorship for training includes both government and non-government programs.

In a report prepared by Denzil O. Clegg, Extension Education and Research Coordinator, Cooperative Extension Service, Colorado State University, Fort Collins, 1969, entitled Professional Improvement Opportunities for Extension Personnel in The Western Region, the following information was presented: "The institutions in the Western Region have some apparent

strengths and weaknesses for providing professional improvement opportunities for extension personnel. Leave programs are available in every state; however, the study did not determine to what extent extension personnel are taking sabbatical leave, educational or study leave, leave without pay, etc. Several of the institutions reported real difficulty in providing funds for the purpose of granting leave with pay."

"Short term professional improvement opportunities are plentiful in the region. Every state offers something and there is the opportunity to study in programs offered for regional, national, and international clientele. However, the question needs to be asked, to what extent do Extension personnel participate or have the opportunity to participate in the various programs?"

One of the more evident areas for increasing opportunities for professional improvement would be to establish more fellowships, scholarships, grants, half-time appointments, assistantships and other sources of financial support." This idea coincides with the President's Commission of 1947 in the realization that the institutions of higher education must carry the ball in the area of professional development of adult educators.

Another organization which provides leadership at the national level is the Adult Education Association of the USA. Chief among the services provided by the AEA are its sectional meetings and publications which promote advancement of theory, research and practice in the following areas: a. Armed Forces Education and Training. b. Community College Adult Education. c. Community Development. d. Continuing Education for the Professions. e. Continuing Education for Women. f. Correctional Institutions. g. Education for Aging. h. Home and Family Life Education. i. International Affairs. J. Labor Education. k. Liberal Adult Education. l. Mass Media in Adult Education. m. Religious Adult Education. n. Residential Adult Education. o. Training--Education and Industry. p. Training and Professional Development.

A close look at the professional development statements of the Adult Education Association of the USA and the Federal Extension Service may be of assistance to persons concerned with professionalization.

Institutions of Higher Education

Graduate programs which include course work, field experiences, research and other activities seem to be the main strength in the area of professional development at the college and university level. Masters, Specialists and Doctorates in adult education at the various universities appear adequate as far as professional training is concerned. Unfortunately, not enough institutions provide graduate work in adult education. It appears more colleges and universities need to be encouraged to enter the graduate field of adult education.

The University of Chicago is representative of graduate work being done at the doctoral level in adult education, and the following list contains some of the many processes which are employed to assist and stimulate learning:

"1. Reading of basic books and materials within the field of adult education plus those special resources which fulfill particular interests and purposes of the student.
"2. Sharing ideas and experiences informally with groups of students and faculty.
"3. Mastering the content of courses.
"4. Participating in the continuing seminars in adult education.
"5. Undertaking special tutorial study in which the student receives individual instruction from a member of the faculty.
"6. Working with colleagues in developing seminar programs and other group educational activities.
"7. Exchanging ideas with students in other disciplines.
"8. Formulating a problem and developing a proposed plan of research.
"9. Collecting the data and interpreting the results of the research investigation.
"10. Reporting the results of the research investigation in a dissertation.
"11. Discussing issues and ideas in individual conferences with faculty members and with the student's advisory committee.
"12. Attending the lectures, conferences, workshops, demonstrations, film showings and other activities that are available in the university community.
"13. Visiting and studying the programs of some of the adult educational agencies in the Chicago area.
"14. Taking part in some of the cultural and intellectual opportunities that are available in the Chicago area.
"15. Taking part in professional meetings of adult educators.
"16. Participating in an internship with guided work experience in conference planning and operation.
"17. Participating in special work opportunities in an agency of adult education."

Graduate Study at The University of Chicago For The Doctor of Philosophy Degree in The Special Field of Adult Education, The Department of Education, The University of Chicago, June, 1967, pages 9 and 10.

It appears obvious that one who prepares himself at a graduate level in the field of adult education should be better equipped to enter this profession. Other colleges and universities have similar requirements, but the University of Chicago is used here as an illustration of the procedures employed at the graduate level.

Workshops, clinics, courses, seminars, consultation to adult education agencies, leadership, curriculum development, research, stimulating intellectual curiosity, publications, cooperative extension courses, professional training of adult educators, consortiums, field experience, graduate degrees, sabbatical leave, conventions, cooperation with other adult education agencies, promotion of the idea of continuous education, and reeducation of adults were methods or procedures that the institutions of higher education encouraged and promoted in the area of adult education.

(4) DIFFERENTIATIONS BY LEVEL OF PROFESSIONALIZATION RESPONDENTS

Institutions of Higher Education

By now it should be apparent to the reader that the institutions of higher education may have the best developed service as far as the formal professional development of adult educators is concerned. The colleges and universities have the tools necessary to implement a sound program of professional and/or graduate training. The intellectual atmosphere of the academic community plus the availability of research facilities and personnel in the form of faculty and graduate students establish a solid base on which professional development may proceed. Professional leaders of adult education should encourage and promote the development of graduate programs in adult education at the university level. One limitation encountered in most of the replies from colleges and universities is the use of the resources they possess to stimulate, encourage and provide programs of in-service training for adult educators which could provide a tremendous advancement to the professional development of those already serving the field in leadership roles.

One outstanding characteristic of adult education at the graduate level is the degree program offered. Master's, Specialist's and Doctor's degrees are available at about thirty institutions of higher education throughout the United States. This number may be low if professional development is to progress and advance as it should. Another unique characteristic of the university is the research that can be accomplished. Professors and students alike have access to substantial amounts of research and published material which if used properly can promote the cause of adult education. Another very important feature which sets the university apart is "Exchanging ideas with students in other disciplines." Graduate Study at the University of Chicago For The Doctor of Philosophy Degree in The Special Field of Adult Education, The Department of Education, The University of Chicago, June, 1967, page 9. This enables the student to evolve a philosophy that is cognizant of the values that other disciplines have to offer.

Graduate courses in adult education are also unique in that they are sequential and usually more comprehensive than the average workshop, conference, clinic, institute, etc. that exists at the other levels. Following this course work, comprehensive examinations take place at most colleges and universities which can and usually do stimulate the student to develop an overall philosophy which causes him to tie his graduate work together in some organized or systematic fashion.

The planning and completion of a dissertation enables a student to experience something that is not commonly experienced through any other program of professional development. It can establish patterns of research that are carried into the profession and add to the sum total of knowledge.

Although many dissertations are not of great significance to others, the process of completing one is of great benefit and sets the standard or method to the participant which can be pursued in the field.

National Associations

The leadership function of national associations coupled with the promotion of adult educational legislation appear to be a corollary factor of importance in the professional development of adult educators. The Adult Education Association of the USA and the Federal Extension Service appear to be well established and function very adequately as far as promotion of adult educational activities is concerned.

The local and state associations of adult education are dependent on the national associations and benefit greatly from the guidance provided. The national groups should be encouraged to maintain the standards already established and insure the proper status and recognition due them.

The national associations seem aware of the growing need for more professionals in the field of adult education and offer suggestions which provide a useful baseline for the professional development progress. "To date, however, the corps of adult educational workers is neither sufficiently large nor trained to meet the requirements of this burgeoning field. Too few universities are providing opportunities for graduate study in adult education, with the result that only a handful of new professional leaders become available each year. Too few of the agencies which operate programs for the education of adults have clearly defined the educational responsibilities of their personnel, established criteria for the selection of personnel with the competencies to carry out these responsibilities, and/or provided adequate in-service training for continuous development of these competencies."

Adult Education-A New Imperative For Our Times, by The Commission of the Professors of Adult Education of The Adult Education Association of the USA, 1961, page 13.

State Associations

Providing leadership for local employees in adult education evolves as the number one concern of state associations of adult education as reported by the respondents. This is done by sharing materials, ideas, methods, techniques, etc. and by holding conferences, workshops, clinics, etc. to better prepare and revitalize personnel at the local level.

Promotion and encouragement of national organizations and the goals that they perceive as being important are other important functions of the state association.

Many of the state associations cooperate with the college or university in their geographical area which enhances the total movement in continuing education. If the college has already moved in the direction of providing

professional development experience through in-service programs, the relationship becomes more significant. However, by working with institutions which haven't made this commitment the influence of the state association can be an effective stimulative force.

The Iowa Association For Public School Adult Education fairly well summarizes the basic function of state adult education associations in the following statement of purpose: "The purpose of the Iowa Association for Public School Adult Education shall be to give leadership and provide continuity of purposes and effort in the development of adult education programs in the public schools of Iowa; to encourage professional growth among adult educators; to cooperate with local, state, regional and national adult education organizations in promoting adult education."

Local Associations

Analyzing adult education needs of the community and giving encouragement to all facets of adult education are characteristic of local associations of adult education. The local groups stress cooperation with state, regional and national associations as a basic objective, and in turn they assist and implement programs at their level. Fostering continuing education and providing forums for the exchange of ideas related to adult education is another purpose that these groups seem to have in common.

The Tucson Adult Education Council conveys the main idea of local objectives in the following statement of purpose: "The purposes for which this council is formed are:

1. To interpret and express the needs and interests of the people of Tucson in respect to adult education.
2. To promote the idea of adult education as a process continuing throughout life.
3. To aid and advise adults who desire to continue their individual learning experiences.
4. To exchange information in the field of adult education through discussion, collection and dissemination of information, and through all other available means.
5. To assist adult education enterprises already in operation. If any existing agencies are unable to meet specific adult education needs of the community, to seek other sources to meet their needs.
6. To cooperate with state and national associations in the implementation of objective needs.
7. In short, to do whatever is necessary to implement the balance of educational services wanted and needed by the citizens and visitors of the City of Tucson."

(5) CLIENTELE FOR PROFESSIONAL DEVELOPMENT

The professional adult educator is the most obvious clientele who must continually develop professionally. The adult educator must understand the learning process of adults and must be aware of relevant issues facing the adult learner. Teachers of adults have the opportunity of confronting groups who are genuinely interested in learning things that can be applied immediately in their present occupations. It would be catastrophic to give them less than the best there is to offer. Therefore, incentives to encourage the adult education teacher to remain contemporary should be provided. In this area of professional development, as well as all others, there should be no thoughts of terminal accomplishments but only thoughts of continual progress. Adult educators should never stop learning, and those in this profession above all should be aware of such a commitment.

The adult education administrators, directors, coordinators, career people and any other persons related to adult education affairs must be encouraged to increase their knowledge of the field. This includes governmental and non-governmental agencies and is meant to be all inclusive. These are the leaders of the profession, local, state and national, and should understand the basic idea or philosophy of continuing education. Others should look to this group for guidance and probably will emulate the actions of them as leaders. It is imperative that this group eat, sleep and drink the basic philosophy of adult education if they expect their followers to do the same. This group has practical importance also in that the influence it wields can be a determining factor as far as legislation is concerned.

Colleges and universities and their adult education faculty must expose themselves to current practices and issues in adult education and plan activities of their own in this area if they plan to remain as intellectual leaders. It can be seen that some of the best formal training or professional development comes from the ranks of the institutions of higher education. These institutions must be careful not to rest on their laurels but must continue to involve themselves in contemporary adult education projects and activities if they are to remain at the forefront of professional development. Potential leaders in adult education can surely be drawn from the colleges and universities as well as be recruited from the ranks. Publication of the value of dedicating one's life to helping others learn at the adult level as has been done for the public school educator is a must. Associations in concert with institutions of higher education must encourage teachers and leaders to return to college to better prepare themselves and must have something relevant to offer when people return.

(6) PHILOSOPHY RELEVANT TO PROFESSIONALIZATION OF ADULT EDUCATORS

The Committee didn't delve very deeply into the contents of the replies before it encountered the most popular basic statement related to adult education. The theme that prevailed in almost every organization was a belief in the idea of "continuing education." Without hesitation, the Committee overwhelmingly agrees that this belief is of central importance to adult educators at all levels throughout the United States. To confirm this point writings of others provide support. R. J. Blakely so aptly stated: "It would not be hard to demonstrate that most if not all societies we know much about have recognized that life is continually educative and requires continual education .... How comic and tragic that the American people in this century should be the first to forget this! We, the first to make education for all children free and compulsory, have become so enamoured of our effort that we have equated education with childhood. We, who live in the first period in which the time-span of important change is shorter than a single human life, have concluded that when through formal school one can relax intellectually the rest of one's life. As a consequence we have unwittingly committed a twin error - first, of trying to cram everything needed for a long life into the short period of formal schooling; second, of neglecting the continual education of ourselves as adults."

R. J. Blakely, Adult Education In and For A Free Society, keynote speech to the Adult Education Association, East Lansing, Michigan, October 20, 1952, pages 4-5.

John Studebaker, former U. S. Commissioner of Education, also understood the basic importance of a continuing educational system: "I see adult education as a bulwark of the free society because it enables free people to learn what they need to know when they need to know it from experts and from one another so that they may act individually and in groups for the welfare of their families, communities, their nation and the world. In schools we try to prepare youth for adult freedom. Through many agencies including expertly guided home study schools, and through classrooms in schools and colleges we Americans must re-double our efforts to enable adults to use their freedoms wisely so that in this century the free society may prevail."

John W. Studebaker, Adult Education-A Bulwark of The Free Society, delivered at the convocation of the State Board of Regents, Albany, New York, October 24, 1952, page 16.

To substantiate the idea of continuing education we can look at statements from local, state and national organizations as well as from colleges and universities. Sample illustrations of such positions include:

Local Associations

".....to encourage, promote, and/or provide programs for the continuing education of adult educators--administrators and teachers--professionals and non-professionals, formal and informal, paid and unpaid, part time and full time--to improve the competence of adult educators in the Milwaukee Metropolitan area, which will help them identify with the adult education movement."

Milwaukee Council for Adult Learning, Constitution and By-Laws, Article II, Section 2, part b.

".....The Adult Education Association of Metropolitan Detroit promotes and fosters continuing education, provides for a forum for the exchange of ideas relating to adult education, and encourages cooperative effort in advancing adult education in this area."

Adult Education Association of Metropolitan Detroit, 1967-1968, page 1.

".....To promote the idea of adult education as a process continuing throughout life."

The Constitution of the Tucson Adult Education Council, Article II, section 2.

State Associations

"In the recognition that among a free people, learning for every citizen must be a process continuing throughout life."

Constitution of The Arizona Adult Education Association, Preamble.

"To strengthen the concept of continuing Adult Education as an integral part of the total educational effort in the state."

The North Carolina Adult Education Association, NCAEA Secretariat, University of North Carolina, 218 Abernathy Hall, Chapel Hill, North Carolina 27514, page 1

National Associations

"The basic purpose of the Adult Education Association of the USA is to further the concept that continuing education is essential throughout life for all people."

The Adult Education Association of the USA, Fact Sheet, 1969, page 1.

"In recognizing the importance of the evening college movement the Association of University Evening Colleges dedicates itself to the encouragement and support of quality programs of adult higher education among its member institutions."

Association of University Evening Colleges, page 1, no date, pamphlet.

Institutions of Higher Education

"To stimulate educators toward a greater dedication and commitment to continuing education."

Master of Education In Continuing Education, Colorado State University, College of Humanities and Social Science, Department of Education, page 1.

"The central ideal of adult education is that conscious, systematic, purposeful learning should be a lifelong process for everyone."

Graduate Study at the University of Chicago For The Doctor of Philosophy Degree in The Special Field of Adult Education, The Department of Education, The University of Chicago, June, 1967, page 2.

(7) SUMMARY AND RECOMMENDATIONS

One basic function of this Committee's report is to inspire others in the discipline to re-evaluate their present situation for improvement purposes. Hopefully, the contents of this report will cause fellow professionals to take a critical look at professional development in adult education at the local, state and national levels. Possibly new perceptions and ideas are brought forth or re-emphasized affirmative notions formerly detected.

The Committee found it no easy task to develop a policy statement or procedure dealing with the professional development of adult educators; nevertheless, it will attempt to convey its thoughts regarding this matter.

As far as policy is concerned, it is felt that a definite course should be steered to drive home the point of "continuing education" for everyone. If in each and every profession, in each and every discipline, in each and every occupation, the members of adult education groups strived to gain perfection or complete self-fulfillment, the world should be a better place in which to live. Since the adult education profession is well aware of the notion of continuing education, a start can be made by encouraging and promoting this basic idea in associational relationships. Continuing and adult education should be synonymous in the minds of people who have any connection whatsoever with this profession. Not only should the slogan be enunciated but should be practiced and thus cause individuals to develop a continuing education plan for himself.

The continuing education idea of learning can help us and our clients cope with individual, local and world problems and enable each individual to become competent, ethical and effective at the same time. Just as a man about 2,000 years ago had only a few Disciples they were willing to follow and emulate, so do adult educators of today. How this following could grow if each and every one would dedicate himself to a positive forthright concept of continuing learning throughout life. An adult educator's investment must be in continuing education for everyone, including himself. Directly analogous is the following quote taken from the President's Commission on National Goals, 1960:

"The development of the individual and the nation demand that education at every level and in every discipline be strengthened and its effectiveness enhanced.

"Greater resources--private, corporate, municipal, state, and federal--must be mobilized. A higher proportion of the gross national product must be devoted to educational purpose. This is at once an investment in the individual, in the democratic process, in the growth of the economy, and in the stature of the United States.

"Adult education should play a vital role, stressing a new emphasis on education throughout life."

The Report of the President's Commission on National Goals, from GOALS FOR AMERICANS, 1960, by The American Assembly, Columbia University, New York, New York, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, page 3.

Thus, the National Association of Public School Adult Education might well adopt the following policy statements:

> This Association stands forthright in insisting that its membership develop themselves professionally through collegiate study in adult and continuing education, broadened experiences of service to the field throughout their professional lives, and improved quality of professional adult education services tc those whom they serve (staff and clients).
>
> This Association is dedicated to the development of procedures through its associational activities, and in stimulating other associations and governmental agencies concerned with adult education, which will provide the professionalization of the field of adult and continuing education and the professional development of each individual associated with same.

Examples of procedures which need to be explored include, but are not limited to, the following:

1. Develop a nationwide program of fellowships, loans and work-intern experiences for the field of adult and continuing education at both the undergraduate and graduate level.

2. Assist each state to develop a system of fellowships, loans and work-internships which will provide for the professionalized training and in-service programs which are unique to the needs of that state, but meshed with the national program.

3. Develop criteria of expertise (standards of training and experience) in adult education functions for adult education related positions in the federal government, state government, local education agencies, national associations, regional associations, state associations, and local associations.

4. Develop a public information system to acquaint citizens and citizen leaders with the unique skills needed by professionals in adult education to gain general support in demanding the competencies needed to perform the functions in a way advantageous to the educational services to adult citizens.

5. Plan for and convene a nationwide conference to explore and develop professionalization concerns and implementing procedures as a cooperative and coordinative mechanism with the leaders of all other national associations concerned with and related to the field of adult and continuing education.

6. Stimulate within each state, statewide conferences concerned with the above listed tasks and provide to them nationally recognized leadership resources in the planning and conducting of such conferences.

7. Encourage the adult education leaders in each community to develop citizen teams to engage in dialogue and make recommendations concerning the professional development of the persons and the programs in their communities.

8. Assist individual adult education potential and established leaders to become members and participate actively in local, state, regional, national and international meetings of adult educators.

9. Develop teams of leaders who can serve as evaluation panels for programs of adult and continuing education, the evaluation of the competency of the personnel to be an important function of the evaluation. In the process, another major function of the evaluation teams is to train those being evaluated in the process of evaluation to increase the expertise of each professional "touched" by the process in self-evaluation and team evaluation for other communities.

10. Develop and train citizen leader teams for agencies and associations at every level who can provide advice and counsel without being accused of "tunnel vision" and "in-breeding" biases of "internal evaluation" processes. Such teams might be considered the "ombudsman" of the citizens to be served by adult education.

11. Develop a procedure of career ladders and lattices for the field of adult and continuing education which can be widely publicized, each intermediate step documented and the competencies and training steps to meet the next step made as specific as possible.

12. Stimulate the development of a nationwide counseling service network to assist individuals and groups of adult education personnel in professional preparation steps.

13. Plan for and implement a continuing group of task forces between the "practitioner" and the university trainer of adult educators to assist in the continuing improvement of the undergraduate, graduate and in-service programs to assure greater relevance and increased professional depth.

14. Organize a recognition procedure with established criteria to invite acceptance and honor those who have attained a high recognized level of professional competence in adult education; the criteria to regularly assess the continuing professional education of the recipients for continued association with "fellows of adult education."

APPENDIX I

The National Association for Public School Adult Education Professional Development Committee, composed of Dr. Kreitlow, Dr. Schroeder, Dr. Rigby, Mr. Eyre, Dr. Lightbody, Mr. Smith, Mr. Dorland and myself have agreed that the associational role in professional development of adult educators needs as a base the policy statements and operational procedures concerning professional development utilized by institutions of higher education, national associations and agencies, regional associations and state associations.

This committee would appreciate receiving by August 15 such Policy Statements and Procedures of your institution or association which deal with the professional development of adult educators.

The statements will be collated and synthesized by a Sub-Committee of the NAPSAE Professional Development Committee. The collated and synthesized document of policy issues will be furnished to all institutions and associations responding to this letter, to members of the committee and will form the basis of recommendations to the NAPSAE Board, and possibly as an action item on professional development at the Galaxy Conference to be held in Washington, D.C. in December.

We'd appreciate your answer and substantiating printed statements, if available, by August 15. If you need any clarification please notify me by letter or by phone. My address is U. S. Office of Education, Room 11435, Federal Office Building, Denver, Colorado 80202; my phone number is area code 303, 297-4295.

Yours sincerely,

ERIC Clearinghouse

SEP 12 1970

on Adult Education

Roy B. Minnis, Chairman

NAPSAE Professional Development Committee Report

The NAPSAE Professional Development Committee, composed of Dr. Burton Kreitlaw, Dr. Wayne Schroeder, Dr. Avard Rigby, Mr. Gary Eyre, Dr. James Lightbody, Mr. Leonard Smith, Dr. Roy Minnis as chairman, and Mr. James Dorland serving as ex-officio, met and developed the procedure by which they contacted all the members of the Commission of Professors of Adult Education, all the national associations which purport to provide professional service to adult education, all of the state and regional associations in the field of adult and continuing education, and the large city councils or adult education associations, asking them two questions:

1. What policy statements do you have that relate to your role as an association to effect professional development of adult and continuing education for personnel?

2. What procedures does your institution or association utilize to improve adult or continuing educators?

Approximately 150 replies were received.

From the letters and documentation furnished to this committee, the following general conclusions were developed:

1. Only a limited number of what might be defined as policy statements relating to professional improvement were included, although a majority of the institutions and the associations did have some statement which could be loosely interpreted as being a policy statement relating to professional development. Many more had procedures to improve professional development of their membership or the persons with whom they served.

2. As any reader would expect, the sequential procedures provided in graduate programs by the institutions of higher education which sponsored either master's and/or doctoral programs for adult and continuing education were the most definitive of all received by this committee.

3. Associations tended to provide generalized statements concerning professional development in their constitutions or brochures but did not appear to have sequential procedural steps that would effect much behavioral change in their membership or those whom they served.

From study and collation of the information, the committee came up with two inter-related policy statements and fourteen points of procedure for adoption by the Board of the National Association for Public School Adult Education. They are as follows:

The National Association for Public School Adult Education stands forthright in insisting that its membership develop themselves professionally through collegiate study in adult and continuing education, broadening experiences in the field throughout their professional lives and an improved quality of professional adult education services to those whom they serve.

The National Association for Public School Adult Education is dedicated to the development of professional development procedures through its associational activities and in stimulating other associations and governmental agencies concerned with adult education which will stimulate increasing professionalization of the field of adult and continuing education and the professional development of each individual associated with same.

Procedures:

1. Develop a nationwide program of fellowships, loans and work intern experiences for the field of adult and continuing education at both undergraduate and graduate levels.

2. Assist each state to develop a system of fellowships, loans and work internships which will provide for the professionalized training and in-service programs which are unique to the needs of that state but meshed with the national program.

3. Develop criteria of expertise (standards of training and experience) in adult education functions, related adult education positions in the Federal government, state governments, local education agencies, national association, regional association, state associations and local association.

4. Develop a public information system to acquaint citizens and citizen leaders with the unique skills needed by professionals in adult education to gain general support in demanding the competencies needed to perform the functions in a way advantageous to the educational service to adult citizens.

5. Plan for and convene a national conference to explore and develop professionalization concerns and implementing procedures as a cooperative and coordinative mechanism with the leaders of all other national associations concerned with and related to the field of adult and continuing education.

6. Stimulate within each state, statewide conferences concerned with the above listed tasks and provide to them nationally recognized leadership resources in the planning and conducting of such conferences.

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9. Develop teams of leaders who can serve as evaluation panels for programs of adult and continuing education, the evaluation of the competency of the personnel to be an important function of the evaluation. In the process, another major function of the evaluation teams is to train those being evaluated in the process of evaluation to increase the expertise of each professional "touched" by the process of self-evaluation and subsequential team evaluation of other communities.

10. Develop and train citizen leader teams for agencies and associations at every level who can provide advice and counsel without being accused of "tunnel vision" and "in-breeding" biases of "internal evaluation" processes. Such teams might be considered the "ombudsman" of the citizens to be served by adult education.

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Roy B. Minnis
Chairman